

KEVICC KS3 Curriculum:	Subject: Music	Key terms and vocabulary.
Year: 8 Term: Winter 1	Topic: Film Music	<p>Which words will be explicitly taught &amp; how Frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Terminology used: Leitmotif 'Mickey Mousing' Synchronisation Chromatic Scales Whole Tone Scales Tempo Timbre Dynamics Texture Polarised Pitch Silence</p> <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.</p> <p>Students understanding will be checked in starter and plenary tasks along with checking their work during the lesson.</p>
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>Throughout this topic, students start to explore the importance of music within film/tv and how music can be used to enrich emotion/place and character. This scheme is taught in more depth in Year 9 by looking at music software programs and the skill of synchronising music to the action seen on screen.</p> <p>This topic is split into two different sections:</p> <p><b>Section 1</b>- Students learn famous theme tunes such as the Harry Potter theme tune and Indiana Jones by recapping how to read classical notation and playing a melody on an instrument. Playing successful theme tunes/leitmotifs inspire students about how music can create character traits and create tension.</p> <p>Students then perform this to their peers and classroom teacher.</p> <p><b>Section 2</b> – Students create their own film compositions to the opening of a chosen film clip. By using a storyboard as a form of notation, students develop a soundscape to the clip practically on keyboards/percussion and additional instruments where appropriate. Students have a go at synchronising the action on the screen. Students also apply elements of music while working to add depth and meaning to their compositions.</p> <p>For assessment, students perform their music to class while the film clip is playing. Some students pre-record their work through music software or on an audio device to share.</p>		
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students have previously explored how to read sheet music and how music can add depth to a film/tv show.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will continue using the skills they have learnt in this topic such as synchronisation in future topics.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Students need to be able to read sheet music to be able to play their theme tunes and students will be given a help sheet. They will also look at what makes a good storyboard.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Students evaluate how the composition they created linked successfully with the film clip. They also document their progress in their weekly logs in their learning journals.</p>	
<p><b>Key assessments:</b> <i>How will feedback be received? What will be seen in books?</i></p> <p>Written feedback of practical work in PLC found in work students booklets at the end of the scheme. Verbal feedback given every lesson from teacher and peers. Marking of the extended written task to include the college marking policy.</p>		

